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ABSTRACT

Realizing that program success depends on the support the program receives from the users for which it was designed, personnel involved in the Comprehensive Career Education Model (CCEM) have designed an inservice training model to help educators develop skills required for implementing career education programs in the classroom. Phases of the devised staff development model include: (1) Staff Development Cadre, (2) Inservice Coordinators, (3) General Orientation of Staff to Career Education, (4) Preparation for Specific Roles, and (5) Continuing Staff Development Activities. Program characteristics guiding the development of the model were: (1) The program should be based on identified staff needs and involve the participants in goal setting, (2) Human resources should be utilized to the fullest, (3) Planned activities in which the staff can be involved should be provided, (4) New experiences, built on previously introduced ones should be included, (5) Evaluations and needs assessment should be done periodically, and (6) The time for programs and activities should be consistent with the purpose at that period. (SN)

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IN-SERVICE EDUCATION: VITAL TO CAREER EDUCATION DELIVERY

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IN-SERVICE EDUCATION: VITAL TO CAREER EDUCATION DELIVERY

Career Education is a needed, inspiring, and challenging educational concept whose time has come. It promises to remove forever the artificial dichotomy between what is academic and what is vocational. It promises to make education more responsive to individual and changing social needs. It promises to put vocations and relevance back into the process of education, and to insure greater success in the "classroom" for all of our youth. With such promise and challenge, it is easy to understand why Career Education also is accepted by nearly all educators who fully understand what it means to them and their students. It is the development of that understanding that presents an exciting challenge to those of us responsible for staff development.

Many career education research and development programs are off and running throughout the nation but few programs as yet have been successfully implemented in the classroom. And that's where it really counts, for any educational plan is inert until it reaches the student. In the time available, I want to review with you the approach to staff development that we are taking in the Comprehensive Career Education Model (CCEM) being developed by The Center for Vocational and Technical Education.

CCEM is comprised of several components - curriculum, guidance, support systems, evaluation, etc. - that to be effective must be brought together and properly synchronized. Staff development, when well done, can

bring it all together as a dynamic whole. Staff development, when undone or poorly done, will result in a half-hearted and disjointed effort to implement components which may appear as fragmented and unrelated parts. The latter cannot be allowed to happen! The components of CCEM have been articulated, and we in the Staff Development Unit of CCEM have accepted the challenge to help teachers bring it all together.

We accepted that challenge because we believe in-service education is vital to program adoption and delivery. It is the process which allows a felt need to germinate and grow to full life. It is the process which can facilitate the growth of those charged with the various roles and responsibilities required for implementation. Helping these persons develop the commitment, the skills, and the knowledge is what in-service is all about.

Because of their importance and because of the national call for systematic planning and accountability, in-service leaders must give the same attention to sharpened objectives, particularized content, and strategies as expected of other educational staff. In-service for Career Education cannot be viewed as a frill or an add-on to the present program. It must be considered as an integral feature, not one that occurs a few days before school opens, after school, or just in the summer. It must be woven into the ongoing organizational fabric of the system.

Phases of a Comprehensive In-service Program

Let's consider an In-service Change Model[1] which consists of several stages that could be used in developing a comprehensive in-service education

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[1] Prepared by Leslee J. Bishop, Professor of Curriculum and Instruction, University of Georgia, Athens, Georgia, while serving as a project consultant.

program for Career Education. (See Figure 1.)

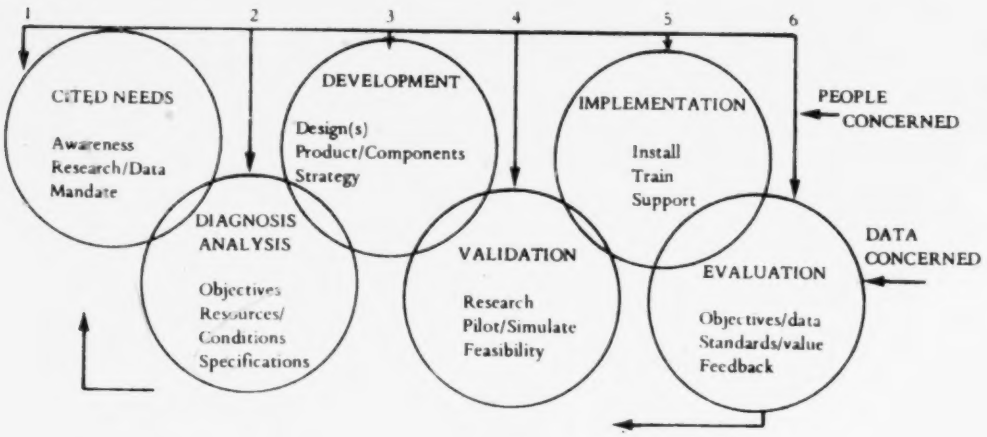


FIGURE 1. IN-SERVICE CHANGE MODEL

The introduction of Career Education in a system will bring with it a new set of needs on the part of all staff. Educators have a fundamental drive towards growth and improvement. All teachers, counselors, supervisors, and principals should participate in the search for program focus and direction. This implies that they should be deeply involved in the identification and analysis of the system needs.

To provide inputs for program development during the diagnostic stage, procedures must be established which allow input from all professionals in ways appropriate to their expertise and responsibility. Goal setting, identification of objectives, and producing specifications have their in-service component. In-service leaders at all levels of education should be uniquely qualified to exert leadership at this juncture.

At the point of program development, staff are needed for their experiences, their knowledge, and their peer impact on other staff members.

Directions and leadership can come from other sources such as consultants, research findings, and model programs tried elsewhere, but participation in the selection, adaptation, and commitment must come from staff involved in the program.

Pilot testing can be a most exciting but painful process of experimenting, experiencing, researching, and monitoring. The selected staff involved in program piloting are critical to an assessment of appropriateness and adequacy and have a unique and important contribution to make, that of determining the efficiency, the soundness, the impact, the problems, and the solutions.

Implementation demands full commitment by the total district. If you have achieved staff commitment and competency, in-service efforts will show their worth at this juncture of the process. Staff can use these new skills and knowledge if:

1. Superintendents and boards of education provide policy and budgetary support;

2. Supervisors help develop and support the new educational design, its structure, and provide the assistance needed for its delivery;

3. Building principals offer a professional climate, process, time, immediate and ongoing support, and operational leadership;

4. Instructional staff help their peers in acquiring new knowledges and skills;

5. Students know the rationale, sense the commitment, and are willing to participate fully; and

6. Parents and other members of the community see results which match their previous program expectations.

Finally, the formative and summative evaluation procedures which monitor installation, collect data, and assess discrepancies should

involve all staff in appropriate activities. As the data are evaluated and communicated through in-service activities, implications for staff review and growth are present.

As the cycle is completed, the program and the staff will have matured; matured because all staff members were vital to the process and held accountable in accordance with their responsibility and contribution. Career Education cannot be delivered by a segment of the operation, no one can be excluded. The real challenge of in-service is to make it happen and to permit all contributors to feel that they were one of the connecting links that made it happen.

CCEM In-service Model

One of the exciting challenges of working with the Career Education School-Based Model at The Center, has been the opportunity to design and pilot test an in-service model. It has been challenging because we view the preparation of staff for implementing Career Education as the program element that could make the real difference between the success or failure of our Career Education efforts.

As we viewed the curriculum, guidance, support systems, evaluation, and other components of a comprehensive program being conceptualized and developed, it was clear that new staff knowledge, attitudes, and skills would be needed for delivery of the Career Education program. These new attitudes and knowledge would then need to be transformed into changed professional behaviors.

We felt that these professional behaviors could be realized and maintained best if we involved local level school staff members in the design

and implementation of all phases of the Career Education program including their own in-service program. We accepted the position that if in-service education is to be successful in affecting behavioral change, two very important conditions must exist. First, the program must be designed to meet the needs, interests, and concerns of the clientele it serves, and second, the clientele must have a voice in determining the ways and means that are used to alleviate their concerns. In addition, the program must allow for the modern processes of group dynamics, for practical approaches to identifiable problems, and for horizontal and vertical communication.

While developing a theoretical as well as an empirical basis for the CCEM in-service program, we reviewed many of the experiences recorded in past national attempts to alter educational programs. We were able to select from the literature and our experiences, several program characteristics which have served as general guidelines for our in-service program development efforts. These characteristics include the following.

CCEM In-service Program Characteristics

1. Programs should be based on the identified needs of professional staff.
2. Participants should be involved in goals and objective setting.
3. Staff inputs should be sought and utilized in program design and development.
4. Planned activities must include active staff participation and provide opportunities for practice.
5. Programs should start where previous experiences ended.
6. Needs assessment should be both periodic and continuous.
7. All activities should be evaluated for the purpose of improvement and outcome assessment.

8. Programs and activities should be conducted in prime time.

Although the immediate goal of our in-service efforts focus on helping staff to change their behavior, the ultimate goal is to facilitate improved growth in children.

The CCEM Staff Development Operational Model may be viewed as having five dynamic and sequential phases, each of which consists of one or more steps (See Figure 2). Phases I and II are concerned with the selection, organization, and training of personnel who will bear major responsibility locally for planning and conducting the in-service program. The personnel includes the Staff Development Cadre and the In-service Coordinators. Phases III, IV, and V represent the three major phases believed necessary in the actual preparation of all staff.

Let's now take a look at each phase and some of the steps in more detail. In developing an organizational structure that would be both responsive to the needs of the clientele being served and one that would provide for clientele input in the planning process, we suggested two groups be established locally and made responsible for the overall planning and implementation of the in-service program. These groups were titled the Staff Development Cadre and In-Service Coordinators.

Phase I Staff Development Cadre

The cadre as a representative planning and advisory group can contribute to the professional growth of staff in several ways. As a group, their major responsibility should be to help identify the in-service education needs of all project personnel. By studying local needs, they would suggest priorities, as well as help the in-service coordinators design

CCEM
Staff Development Operational Model

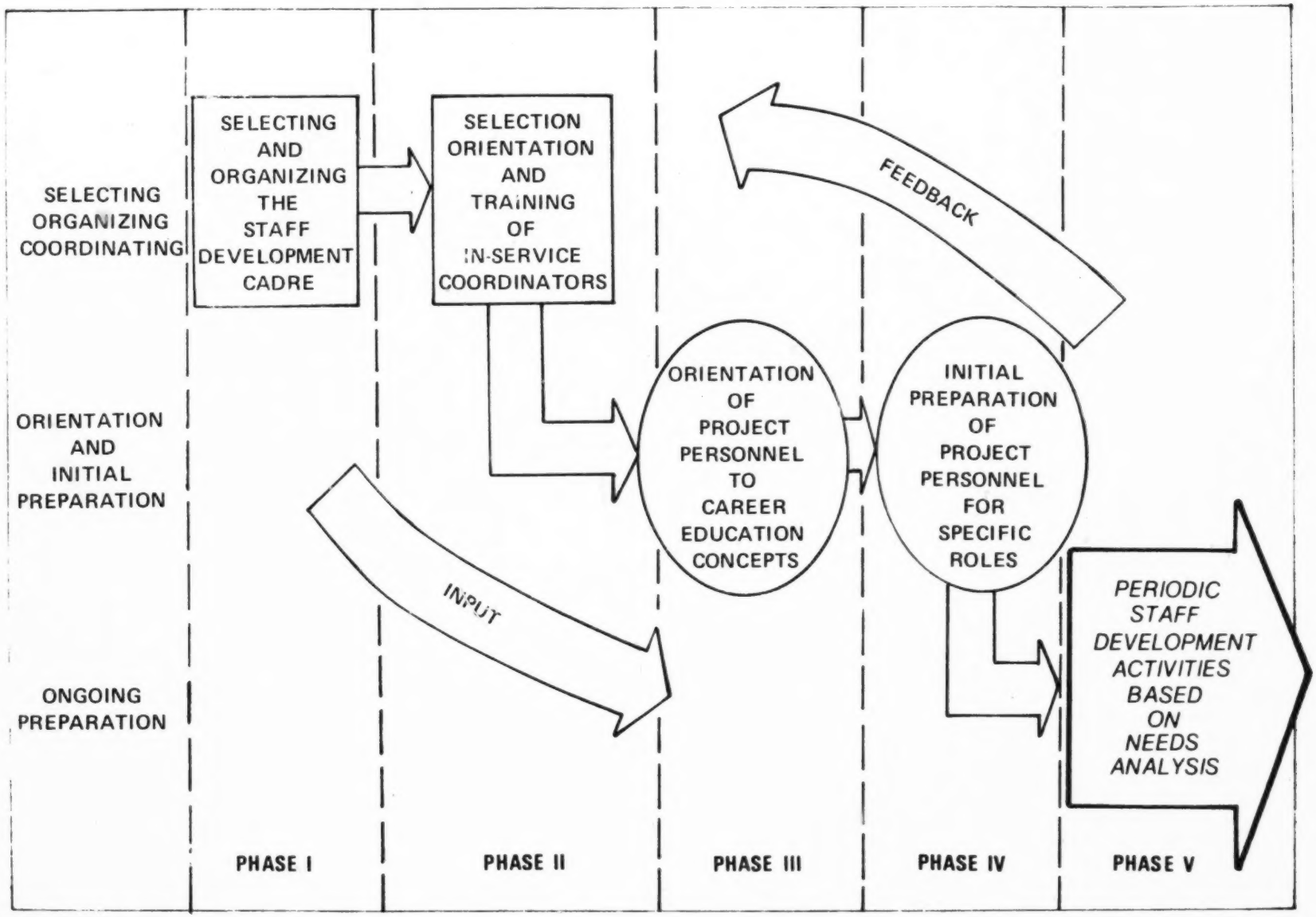


Figure 2

programs to fulfill them. They should also help conduct some of the programs and help to elicit staff and community support and involvement.

Although it was expected that membership on this committee would vary from local educational agency (LEA) to LEA, the following categories and number of personnel were recommended:

1. Career Education Staff - at least the project directors and in-service leaders;

2. Administrators - four persons: one representing the central administrators office, a high school principal, a junior high school principal, and an elementary principal;

3. Teachers - four persons: one representing the teachers associations and/or union, and one each from the elementary, junior high, and secondary levels;

4. Counselors - three persons: one each from the elementary, junior high, and secondary levels; and

5. Consultants - selected representatives from the community and nation including parents, employers, and higher education staff.

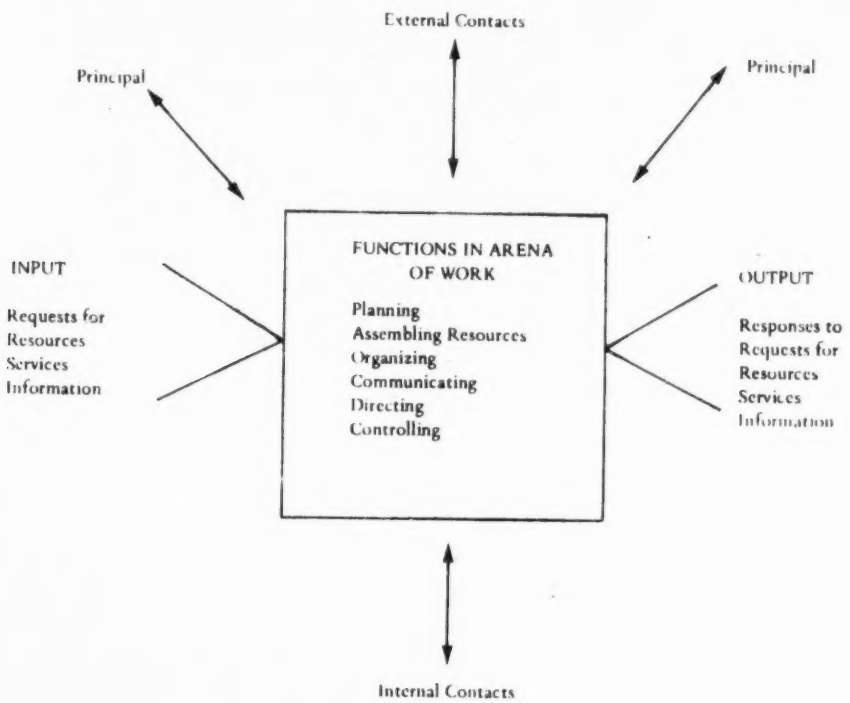
The membership of the Staff Development Cadre was to represent a cross section of those who would receive in-service education and some of the highly respected leaders in the school and community. The cadre would provide leadership for a centrally coordinated program with adequate provisions for decentralized decision-making regarding specific in-service activities within each building.

Phase II In-service Coordinators

In Phase II, we suggested that master teachers, from within the project area, be designated as in-service coordinators to work with an assigned building or area. These persons are charged with giving leadership to all phases of the in-service program and serve as liaisons to the staff development cadre. Even more important, they (the in-service

coordinators) are readily available to assist staff on a day-to-day basis during the installation phase. It was determined that, at least during our in-service education pilot test efforts, to assure that the program objectives were realized, one person along with the principal in each school should be responsible for planning, coordinating, and program implementation. The identification and use of local persons as coordinators also utilizes the accumulated wealth of knowledge possessed by these persons concerning personnel and community resources.

The work of an in-service coordinator generally can be categorized into six meaningful functions as shown in the center of the following schematic drawing (Figure 3).[2]



[2] Prepared by Dr. Harland Sampson, Professor of Education, University of Wisconsin, Madison, Wisconsin, while serving as a project consultant.

With the process that has been established, inputs come in the way of needed resources, services, or information. As the coordinators respond to these requests, they draw upon the talents and resources within the school district and the community in general.

To help the coordinators prepare for their tasks a special in-service program was designed for them. Their in-depth preparation program parallels the emphasis given to Phases III, IV, and V of the model. The major difference is that the comprehension level for the coordinators must be higher since they are responsible for guiding others in understanding the concepts and problems associated with implementing Career Education. To motivate and enthuse others, their commitment to Career Education as a viable and significant educational thrust, must be at the highest level.

Phase III General Orientation of Staff to Career Education

Phase III in the sequence provides staff with a general orientation to the concept of Career Education and its antecedents. It is designed to help the entire staff perceive Career Education as a desirable model for public education by providing them the opportunity to share their ideas and concerns. The goals of the school-based model of Career Education are defined and clarified and questions about the program answered.

For this general orientation process, several goals were identified as necessary:

1. To define career education and to identify the outcomes sought;
2. To review development of the Comprehensive Career Education Model including the Matrix:
3. To clarify the roles and responsibilities of cooperating agencies (LEA, CVTE, USOE, and state department of education);

4. To explain procedures used for infusing career education concepts and goals into refined curriculum units;

5. To clarify the roles of school and community personnel;

6. To explain program installation and pilot testing procedures;

7. To review the five support systems and their operations;

8. To become familiar with procedures and instrumentation for evaluating CCEM programs;

9. To develop and maintain positive attitudes toward CCEM;

10. To obtain staff commitment to participate on the transitional phase of the program; and

11. To help staff perceive career education as an evolutionary development designed to better motivate and meet the needs of all students.

Phase IV Preparation for Specific Roles

Phase IV involves orienting various homogeneous staff groups to their specific roles and responsibilities in the Career Education program. In this phase, the in-service program is tailored to the unique concerns of each of the following staff groupings: administrators, teachers, counselors, and support personnel. To provide an example, let's look at the teacher part in the process.

Realizing that in Career Education, the curriculum serves as a major vehicle to transport most of the program's goals and objectives, it becomes evident that the teacher is the key individual. So far the in-service program has offered teachers some general information about the Career Education concept and the partners involved in its design and implementation.

The task now is to provide further in-service experiences that will permit teachers to significantly change student behavior in the classroom. The validity of the entire in-service program depends upon whether the

changes in the teacher's behavior produce more effective classroom learning around career development themes.

This part of the teacher's in-service program labeled "Preparation of Installation Teachers for Their Role," is where we identified five critical steps necessary to prepare the teachers for their role as an installer or implementor of Career Education.

Critical Steps to Teachers Role Preparation

Step 1: Orientation to Role of Curriculum Unit Installer. Through a variety of suggested activities the teachers will gain an understanding of the installation technique proposed for the program and the role they will play in the effort. Two major goals were identified to be fulfilled:

1. To develop a favorable attitude towards being a curriculum unit installer; and
2. To provide a basic understanding of their role in relationship to the total Career Education program.

Step 2: In-Depth Understanding of Specific Curriculum Units. The focus of this experience is to introduce teachers to their specific career education unit(s), so that they may become familiar with their content, strategies, and the resources required to deliver the concepts to students. Goals for this experience are:

1. Teachers will become familiar with the teacher's guide and the format and structure of the curriculum units;
2. Teachers will recognize the new content requirements, new instructional methods, and resources necessary for installation; and
3. Teachers will identify the major goals, rationale, and the basic content and skills which are emphasized in the unit.

Step 3: Exploration of Unit and Its Relationship to the Total Career Development of a Student. While teachers are working with students at one stage in their life, it is important that they view how the

Career Education experiences they are now having relate to the students' total career development process. This experience provides teachers the opportunity to recognize the contribution their discipline can make to the total career development of youth. The goals that direct this step include:

1. Teachers will recognize the part of the total Career Education Matrix which the unit(s) deliver;

2. Teachers will recognize the developmental nature of Career Education and see the interrelationships of the curriculum units;

3. Teachers will recognize the instructional foundations in Career Education that students lack and make provisions to provide them; and

4. Teachers will acquire the ability to integrate Career Education into the existing curriculum.

Step 4: Evaluating and Providing Unit Feedback. Teachers will serve an important role in validating the Career Education curriculum being tested. They must become familiar with the instruments they will use; they need to understand the rationale for them and realize the contribution they make in the development of Career Education. Specific goals for this step include:

1. Developing an understanding of the need for and use of evaluation data; and

2. Familiarizing teachers with the evaluation instruments and procedures for their use.

Step 5: Individual Needs Assessment. Staff at this point know what is required to implement and evaluate the Career Education unit(s) in their classrooms. They may now need assistance in acquiring new knowledge, skills, or resources to successfully implement them. At this point they should be given the opportunity to assess themselves in relationship to their new roles and responsibilities. A careful assessment by each

staff member should result in a more relevant and individually tailored staff development program. A process has been established whereby staff can communicate with the in-service coordinators regarding their needs. Needs are classified into broad categories as follows:

Unit Related

1. Content
2. Strategies-Methods (instructional, administrative, guidance)
3. Resources (acquisition, development, utilization)

Non-Unit Related

1. Community involvement
2. Career information
3. Guidance and counseling support
4. Evaluation techniques
5. Pupil data

With this request system (See Attachments A, B, C, D, for suggested forms) the in-service coordinator can identify needs immediately and respond accordingly.

Phase V Continuing Staff Development Activities

The in-service activities to this point have given staff the initial competencies to begin to implement their role in Career Education. We all know, as educators, that the task of professional development is a dynamic, long-term activity, involving a continuing response to assessed staff needs.

In most cases this individually tailored ongoing in-service program will be the most demanding and time consuming task. It will demand the development and coordination of numerous large group, small group, and

individually designed in-service programs and materials. If professional staff development is individually tailored and continually revised (based upon the self-assessment), a great deal of planning and coordination will be required on the part of the in-service coordinators as well as the participants.

This portion of the program is designed to be flexible in its scheduling, resources and emphasis. Its direction will come directly from staff requests for assistance.

Ways of meeting these individually cited needs will include self-instructional packets, resource persons, resource centers, and programmed instructional modules. Besides using the newest individual or self-learning techniques, a variety of small group mini-sessions, will be utilized to provide maximum opportunities for exchanging ideas and for revealing and reviewing new learning experiences. Six goals express the intent of this very important step in the staff development process.

1. Insure that all staff, who are involved with the delivery of Career Education, are continually informed of the rationale and methods of INFUSING career education into the existing program.

2. Provide needed assistance to staff regarding any new career education CONTENT that is being built into the program.

3. Provide ongoing needed assistance to become competent in UTILIZING specific TECHNIQUES being designed within the program.

4. Provide information about the RESOURCES that are available and opportunities to develop needed materials that do not exist.

5. Provide time and setting to interface with other staff to exchange knowledge, opinions and questions during the implementation phase.

6. Keep staff advised as to SUPPORT PROGRAMS or MATERIALS that will assist them in meeting their instructional objectives.

A professional would not try to design a staff development program

with the goal of changing people. To even attempt such would be arrogant and presumptive. Rather, staff development programs designed for career education can and must help people change--change their perceptions towards:

1. The changing goals of education - Career Education;
2. The role of the classroom, home, school, and community;
3. The curriculum content needed for relevance;
4. The instructional, counseling, and guidance strategies needed;
5. The relationship of the classroom and the community; and
6. The role of career development in education.

In summarizing the approach we're using at The Center with our Career Education Model, I would like to leave you with a set of general operational considerations for a staff development program.

Our program design takes into account the fact that situations and personnel differ so much that a prescription, should such be desirable, is not possible regarding specific procedures. However, experimentation in recent years as well as our present attempts and findings provides a basis for some useful criteria.

1. Administration and board policy support for staff development must be evident.
2. The program rationale and objectives must be stated clearly; there must be an obvious relationship between what staff are presently doing, and what is to transpire.
3. Professional and support staff members must know how and when to participate and relate to the program.
4. There must be adequate amounts and coordination of the materials to be used. This is necessary to maximize understanding and minimize personal risk.
5. Relevance and realism for all staff is necessary.

6. A reasonable plan for the achievement of the desired objectives must include short and long-range goals, time frames, stated management expectations and interventions, and processes for program modification.

7. Leadership and role responsibilities for all staff members should be clearly defined.

8. Communication flow and feedback must be a part of the process and program.

9. There must be time for change, time for development, and time within the priority hours for in-service activities.

10. Support and modification must be observable in all components of the program. A single change or thrust will be rejected or isolated by the routine, ongoing practices, and procedures. Professional and personalized staff development programs must be systemic as well as systematic.

To date no magic formula has been developed by which national priorities or instructional improvements can become operational in our schools. As an institution at the crossroads of every significant movement, schools are subject to multiple and often contradictory values. Both the desire to change and the reluctance to change are always with us. These factors, and others combine to make staff development for any consequential change a formidable challenge.

This is a challenge to all of us. No one person is adequate to the task. Needed is a consortium of effort, from all sectors and subsystems of education, each operating according to the responsibilities assigned, each supporting the total effort in the most effective way.

Attachment A

RESOURCE CHECKLIST

(To be Submitted to In-Service Coordinator)

Name _____ Room _____ Grade _____

Date _____

Unit Title _____

Date Unit Will Be Implemented _____

	RESOURCES	Lessons Where Used	Place Lesson No. in Spaces Which Describe Assistance Desired		
			Acq.*	Dev.**	Utl.***
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

* Acquiring - assistance is desired in obtaining the resources indicated
** Developing - assistance is desired in developing the resources indicated
*** Utilizing - assistance is desired in utilizing the resources indicated

Attachment B

CONTENT CHECKLIST

(To be Submitted to In-Service Coordinator)

Name _____ Room _____ Grade _____

Date _____

Unit Title _____

Date Unit Will Be Implemented _____

	CONTENT AREAS	Lessons Where Used	Place Lesson No. In Spaces Where Assistance is Desired
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			

Attachment C

STRATEGIES CHECKLIST

(To be Submitted to In-Service Coordinator)

Name _____ Room _____ Grade _____

Date _____

Unit Title _____

Date Unit Will Be Implemented _____

	STRATEGIES OR TASKS	Lessons Where Used	Place Lesson No. In Spaces Where Assistance Is Desired
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			

GENERAL ASSISTANCE REQUEST*

(To be Submitted to In-Service Coordinator)

Name _____ Room _____ Grade _____

Date _____

I would like the following assistance, material, information, or services: (Describe in sufficient detail so that further clarification will not be needed.)

_____

_____

_____

_____

_____

_____

_____

When is the above needed: Date and/or time _____

FOR COORDINATOR NOTES

Available in the building? YES____ NO____ Immediate action? YES____ NO____

Has this been requested by other staff? YES____ NO____

What action is to be taken?

When was action taken and completed? Date and time _____

*This form should be used to communicate to your in-service coordinator any other concerns (not already specified in Forms 1-3) you may have regarding your role in the career education program, that may arise as you implement this unit. Additional copies of this form should be reproduced as needed.